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ABSTRACT

Directed to school systems initiating a job placement program, the Atlanta Public Schools (Georgia) job placement manual discusses how a job placement program can provide a transition from school to work for all students leaving the public schools, as well as place students in paid and non-paid part-time work experiences as a part of their education. The five sections of the manual cover: (1) planning and management (administration, organization, objectives, advisory committee role, decisions, vocational personnel role); (2) student development (student needs, student strengths, job seeking and job holding skills, disadvantaged and handicapped students, communications, and student involvement); (3) job development (employer lists and surveys, and community relations); (4) central record system (student and company surveys, job order forms, student personnel cards, letter of introduction, student and employer followup reports); and (5) followup (followup study, information feedback, and follow-through activities) and follow-through (work adjustment and career development activities and placement linkage). Copies of related information forms are included within the sections. Appendixes include information on child labor laws, interview hints for students, and additional sources. (EA)

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introduction

Schools are increasingly recognizing the importance and benefits of a job placement service for all students. Assisting young people in bridging the gap between school and the adult world has long held priority among educational goals. A job placement service is the logical implementation of this aim, creating a viable partnership between the school and the working community.

This manual is directed to school systems who are initiating a job placement program. Compiled by the Atlanta Public Schools under a grant from the Georgia Department of Education, the manual represents the work of the following consultants.

Grady Anderson, Ed.D.	Counseling and Psychological Services School of Education, Georgia State University
John Dagley, Ph.D.	Counseling and Pupil Personnel Services College of Education, University of Georgia
Tom Hephner, Ph.D.	Vocational Education College of Education, University of Georgia
Nancy Kralowetz	Coordinator of Special Program for the Disadvantaged and Handicapped DeKalb Area Vocational-Technical School
Dicksie Mitchell	Director of Pupil Personnel Services Hillsborough County Schools, Florida
Grant Venn, Ph.D.	Callaway Professor in Education Vocational and Career Development School of Education, Georgia State University
Don Young	Personnel Supervisor Pittsburgh Plate Glass Industries

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Virginia V. McCarty, Coordinator
Job Placement Program
Atlanta Public Schools

job placement manual

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planning and management

BACKGROUND

In today's technological society, the complexity of the work force, the new dependence of work on education, and the need for continued learning throughout life, make it mandatory that the school be responsible for learning opportunities in work experience programs and job placement for school leavers. Work experience and job placement are fundamental to the education and continued learning of youth. The school must provide equal services to both those not going to college and the college bound.

The basic purposes of such a program are (1) to provide a transition from school to work for all young people leaving the public schools, (2) to place students in part-time paid work experiences as a part of their education, and (3) to provide students non-paid work experience considered of value.

ADMINISTRATION OF THE PROGRAM

The administration, the board of education, and key decision-making personnel must be actively involved in operating an effective job placement program.

Key steps to take and key people to be involved are listed here. The size and circumstances of a school always will bear on the administration of the program.

1. The board of education must be aware of the scope, purposes and plans for the program and will need to authorize its development and support its implementation.
2. The superintendent of schools should issue both to the staff and the public a statement of commitment to the program.
3. Notice of action or a statement of the review and approval of the program by central office staff should be sent to principals and teaching staff.
4. Each principal should make known publicly his support and acceptance of the program at faculty meetings and in written communications to parents, students and faculty.
5. A description of program goals and objectives should be distributed to the press at the time the program is initiated.
6. The program's goals and benefits should be explained to all potential employers in the district.

Unless these key people are involved from the beginning, there is little chance of success for the job placement program. This cannot be a one-person operation but must be approached by a coordinated team. The principal is critical to the success of the program; it should not be attempted without his support.

PROGRAM ORGANIZATION

While the overall program will be a team effort, one person at the district level should be designa

While the overall program will be a team effort, one person at the district level should be designated a line administrator. Except in very large districts, this person should be directly responsible to the superintendent of schools and work directly with principals of the schools where the program is to be initiated.

Each secondary school would operate autonomously in student development, placements and its own school organization. But it would work through the district office on job development and initial contacts with potential employers. This will eliminate too many school personnel contacting the same employers several times for the same purpose. After relations have been established, certain high schools may work directly with a particular employer.

The job placement coordinator should assist each school to set up a building job placement committee to assist the principal and the contact in the school or the job placement director.

Membership on the team may include the following but should be designed to fit the nature of the individual school.

Principal
Director of vocational education
A representative of vocational teachers
Academic teachers
Students
Counselors
School job placement director
Cooperating employers
Civic leaders in the service area
Parents from the PTA
Recent graduates of the school
Persons with special knowledge of the labor market and placement problems

The principal should serve as chairman of the building job placement committee and should lead the overall job placement program.

The school job placement director should prepare the staff work for the meetings and receive other staff members' problems or recommendations for action by the committee. In most cases, this person will be located within the guidance department of the school. His primary role in the actual program will be student placement, job development, follow-up, evaluation and coordination of all activities involved in placement and employer relations.

Counselors and vocational coordinators can aid in the development of a job placement program and may assist in student development, job development and employer contact. It is important to work out a specific plan to involve each person and that no staff member deal with an employer outside the program.

A monthly meeting of the building job placement committee should deal with the problems of overlap and employer contact and follow-up after the program is under way. In the early planning stages, more frequent meetings will be necessary.

DEVELOPMENT OF OBJECTIVES

A clearly stated set of objectives are necessary for program development and carrying out a job placement program. These objectives should be carefully considered by advisory committees and have local board approval. Some probable program objectives are listed below.

1. To inform students, parents, faculty and employers about the school job placement program.
2. To determine the present employment status, experience and skill level of the students in order to achieve better job alignment with the student's wishes and needs for work experience.
3. To organize building job placement committees to design a job placement program within each school which fits in with the district plans.
4. To establish a district job placement advisory committee to work with the placement coordinator, administration and board.
5. To design a plan for job development on a district-wide basis which prevents overlap and facilitates employer cooperation.
6. To design a system-wide plan for follow-up and evaluation of the program.
7. To describe the mode and reporting systems.
8. To design a plan for giving educational credit for work experiences and volunteer activities which contribute to the education and career goals and obtain board adoption of this plan.
9. To design pre-employment instruction, counseling and guidance to make students more effective on the job.
10. To establish a job placement system that makes the work experience a learning and earning experience; e.g., part-time students may use the program to ease the transition from school to work.

11. To expand the job placement program to all youth prior to graduation and to provide a job which is consistent with planned career and educational goals.

12. To establish a feedback system to evaluate the total instructional program and design curriculum change and improvement.

THE DISTRICT JOB PLACEMENT ADVISORY COMMITTEE

One of the keys to a successful job placement program is constantly reviewing its effectiveness from the standpoint of the school, the student, the employer and the community. Therefore, the selection of an advisory committee and its effective use is essential to the job placement program.

Essentially, the advisory committee should review the operation of the program and advise the schools and employers. The committee should not be used in a perfunctory manner. It must be totally informed and encouraged to be frank in its advice to the staff and the school district.

The advisory committee should include a cross-section of the community's power structure as well as persons with special expertise in the business community. The ultimate nature and size of the committee will be determined by the nature and needs of the community. The following is a suggested list of categories from which membership may be drawn. Others may be added according to community needs and resources.

1. Representatives from local business and industry cooperating in the program
2. Trade or commercial organizations with an interest in the program
3. The superintendent of schools
4. A board of education member
5. A faculty member from one of the schools
6. A student participating in the program
7. Parents of differing backgrounds
8. A recent graduate now in the labor force
9. Union organizations
10. A representative of minority groups
11. A career woman
12. Specialists in personnel and placement from a public school, a private school and employment agency
13. A vocational supervisor
14. A school principal
15. Curriculum director
16. Director of guidance and pupil personnel services

The district job placement coordinator should serve as ex-officio secretary to the committee.

OPERATIONAL DECISIONS

Among the early decisions to be made are the scope of the placement services and the time line or plans to reach the ultimate program size. The following list includes questions and points to consider.

1. Who shall be served?

   Ages 14 to 21
   Those out of school as well as in school

2. What kinds of placement service will be offered?

   Part-time during school year
   —under reduced class schedule
   —regular academic load - before and after school
   —regular academic load - on weekends
   —during summers and vacations

Entry job placement upon leaving school
—graduation
—termination for other reasons

Non-paid work experience
—internships
—student volunteer
—exploratory work experience

3. What will be the operational hours and location?

   One person must be designated the school job placement director. If located in the guidance department, special facilities and spaces must be provided for group guidance and individual planning and interviewing for job placement.

   The placement operation must be convenient for youth and employers; therefore, the following principles are recommended.

   —The office should be easily accessible without going through the school.
   —It should function if possible five days a week, from 10 a. m. until 6 p. m. Monday through Friday.

4. What equipment and supplies are needed?

   Including in a budget the minor office equipment and supply needs need not be complicated. Staff will depend on size and scope of program.

5. What central records are necessary?

   Central records are essential for the operation of a job placement program. The records must include information about both students and employers.

RELATIONSHIP OF VOCATIONAL PERSONNEL TO THE PLACEMENT PROGRAM

Vocational coordinators representing both the traditionally defined service areas (home economics, distributive education, business education, trade and industrial education) and cooperative vocational and academic education should serve as team members within each secondary school. The vocational education personnel must be actively involved on the coordinated job placement team. Their main function in the program is to share their resources and any student job opportunities they locate.

Profile: The role of vocational coordinators should be reviewed to delineate specific contributions that they can make.

Vocational educators distinguish between "teachers" and "teacher-coordinators." The teacher in a vocational program is simply a vocational classroom teacher and does not "coordinate" activities in the business community. The vocational teacher-coordinators, however, are responsible for the total cooperative program; and, in addition to assuming school responsibilities, must maintain a close relationship with the business community. As an educator, the coordinator must have industry or business experience to give him an advantage in acting as a liaison to the business community.

Contributions Vocational Coordinators Can Make to the Program: Vocational coordinators work on a day to day basis with businesses. In addition to establishing contacts, they have familiarized themselves with the complexities of the business and industrial communities. Because of these experiences, the coordinators know the labor market and what industry requires of young workers. Conversely, business people are currently serving on vocational advisory committees established by the coordinator. These people are aware of school-business relationships and cooperative program ventures and also provide labor market information. Vocational coordinators know business places must be carefully selected. Therefore, they can assist in establishing criteria for the selection and development of training stations.

Vocational coordinators can curtail problems because of their awareness of problem areas likely to occur. Together with the guidance department, coordinators have analyzed many student record files to recommend the placement best suited to students' and employers' needs. These individuals have experience with on-the-job evaluations and have a practical knowledge of state and federal

labor laws effecting the employment of students. In addition, the vocational coordinator is a teacher and a job training specialist.

Summary: Vocational coordinators first allegiance must be to their own students who have committed themselves to long-term career objectives. They must continue to spend a substantial part of their time in establishing appropriate teaching stations for these students. While the coordinators will be actively involved in the placement team, the team must be certain the business community does not confuse the objectives of the cooperative vocational program and the job placement program.

The job placement program deals with many concepts relevant to vocational education and vocational coordinators have much to gain from the program. It can firm up students' career objectives, give them a chance to find out what they don't want to do for a living or provide the experience that leads to a definite commitment.

JOB PLACEMENT PROGRAM

STUDENT PERSONNEL FORM DATE _____

NAME _____ SCHOOL _____

Grade _____ Age _____ Birthdate _____ Male _____ Female _____

Homeroom Teacher _____

Are you working now? Yes____ No _____

What are your plans after you leave school? (Please be specific) _____

_____

I. IF YOU ARE WORKING NOW, PLEASE COMPLETE THE FOLLOWING INFORMATION:

How did you get your job? _____

Who is your employer (company or individual)? _____

_____

What is your employer's address? _____

_____

What is the title of your job? _____

What are your duties? _____

II. IF YOU ARE NOT WORKING NOW BUT HAVE WORKED BEFORE, PLEASE COMPLETE THE FOLLOWING INFORMATION:

How did you get your job? _____

Who was your employer (company or individual)? _____

_____

What was your employer's address? _____

_____

What were your duties? _____

III. IF YOU ARE NOT WORKING NOW, DO YOU WANT TO WORK? Yes_____ No _____

What kind of job do you want? _____

What job skills do you have? (Examples: typing, drafting, auto mechanics) _____

_____

IV. ARE YOU IN A WORK-STUDY PROGRAM? Yes_____ No _____

If so, which one? (D.E., V.O.T., etc.) _____

Figure 2

DATE _____

JOB PLACEMENT PROGRAM

STUDENT PERSONNEL CARD

Name _____ Male _____ Female _____

Grade/Section _____ Age _____ Birthdate _____

Job Preference _____

Work History _____

Skills (list any special training) _____

School History

Attendance _____ Activities _____

Work Study _____ _____

Course of Study _____ Appraisal 1 2 3 4

_____ Health _____

Need _____ _____

* * * *

student development

Preparing students for an effective job placement service involves (1) determining needs of student, (2) assessing student strengths in terms of employability, (3) assisting students in developing job seeking and job holding skills, and (4) involving students in the establishment and operation of the program.

NEEDS OF STUDENTS

A survey to determine student employment interests and needs should be taken early in the school year. (See sample student survey form—Figure 1.) When all forms have been completed, the data should be transferred to student personnel cards (see Figure 2). These cards can be color coded and arranged by grade or by occupational clusters, by full-time, part-time, and job requests. The counselors may add other information such as financial need, attendance record, type of program at school, school activities, etc. The personnel card provides an easy reference for placing students on the job.

ASSESSMENT OF STUDENT STRENGTHS

All students indicating an interest and/or need for job placement should be assessed for employee potential. The first step is to determine the type of job for which the student has both the skills and the interest. This will make it easier for the students to sell themselves to the employer and be a success on the job. Special arrangements should be made for handicapped students if needed, paying particular attention to students below 16 years of age who wish employment. Special or remedial instruction in the basic subjects should be available for those students who need it.

DEVELOPING JOB SEEKING AND JOB HOLDING SKILLS (Employability Skills)

Students who require assistance in job-getting skills should be scheduled for group counseling sessions before they are referred to jobs. Some suggestions for helping students develop job-getting skills are listed below.

1. Inviting personnel representatives from employment agencies into the school to meet with groups of students. This may take place after school or in an academic class to involve the classroom teacher more actively in the program.
2. Incorporating units on dealing with employability skills within the academic classes.
3. Developing a library of free and inexpensive materials for student use.
4. Providing academic teachers with materials, resource persons and information about careers using their subject matter.
5. Through regular group sessions with students, introduce role-play, information dealing with job seeking and job re-training behaviors.

Students should be taught how to seek employment on their own. Traditional methods used in seeking employment include newspaper ads, persons who are currently employed and relatives or friends. (Note that employers tend to rely heavily on employee referrals, walk-ins and business associates to fill their recruiting needs.) In addition, in most communities there are several organizations which can help students find employment, including the state employment service, the chamber of commerce, minority agencies (Urban League) and church groups. (See appendix for hints to students on interviews.)

STUDENT DEVELOPMENT OF THE DISADVANTAGED AND HANDICAPPED

Placement of any student must take into consideration both strengths and weaknesses. This is especially true of those with disadvantages and handicaps. Intensive follow-up and work adjustment counseling are essential for the effectiveness of this type of placement. Program innovations and exceptions may be necessary to prepare these students for employment. Consider the following suggestions.

Exploratory work settings: Students learn a great deal about skills for on-the-job success through observation and interaction with adults in a non-threatening, exploratory work experience. A day spent away from school in a work setting to observe, ask questions, and participate whenever possible can be a valuable experience. Arrange several exploratory experiences for special students and then meet with them in small groups to discuss their findings and to personalize their experience.

In-School Work Experience: Much of the real work in schools can be done by students. Survey the school system to find jobs that might be filled by students who need work experience but who are not ready to compete on the open job market.

The school mail service, maintenance and repair, groundskeeping and landscaping, audio-visual supplies, food service, and clerical needs as well as instructional activities, offer possible job opportunities for students, either for pay or school credit. This enables disadvantaged and handicapped students an opportunity to "practice working" in a more flexible and understanding environment before seeking employment beyond the school. In-school work experience should be a stepping stone to employment within the community. Again, group sessions may help students verbalize their problems and seek alternatives.

Coordinate Vocational and Academic Experiences: Once students have met with success in seeking and maintaining a job, they should not be discouraged by the academic failure at school. A team of teachers in the basic skills might work together to relate in-school learning experiences to the student's role as a worker until he gains a stronger footing. Georgia's CVAE (Coordinated Vocational and Academic Education) program is designed along these lines and could offer suggestions for such an effort.

Group guidance: Role-playing such situations as interviews, on-the-job conflicts, and difficulties in being told "what to do" can often ease the crisis for the disadvantaged student. He can learn coping skills in advance and be alert to the consequences of certain patterns of behavior. Commercially-prepared materials are now on market, but the best situations for role-play come from student experiences and student-stimulated discussions.

Role models: Students sometimes relate positively to adults who have come from environments similar to their own, achieved a status of self-sufficiency, and symbolize identities other than being disadvantaged. If possible, arrange for students to interview these people about their work or get them involved in classroom or club activities and group sessions.

It is important, however, to remember that the job placement program is for all: handicapped, graduates, disadvantaged, dropout (high school and college), out-of-school youth and in-school youth.

COMMUNICATIONS

The importance of the telephone in the program cannot be overemphasized. It provides a two-way street in job development: (1) to receive current employer job needs and (2) to seek out jobs to meet current student needs.

INVOLVEMENT OF STUDENTS IN THE ESTABLISHMENT AND OPERATIONS OF THE PROGRAM

Much of the clerical work in the placement program can be done by student aides and vocational

office training students. These students can set up the central record system, maintain bulletin board displays for the program, distribute and prepare newsletters for the placement service and maintain up-to-date records. A student with some training could take job orders which are called into the placement office; however, the office should be supervised by a full-time staff person, and all student records must be treated with proper security.

job development

The aims of the program for the job development coordinator concern both interests of the students and the interests of the business community.

DEVELOPMENT OF EMPLOYER LISTS

The first step in job development is compiling a comprehensive list of the employers in the community. The coordinator should begin by surveying other placement agencies such as the Labor Department, Vocational Rehabilitation, private agencies and community agencies. Other sources listed below also may be used.

Local chamber of commerce
Telephone directories
Publications of state industrial commissions
Civil Service agencies
Help wanted ads
Newspaper articles about new businesses
Advisory committee members
Job opportunity and job vacancy files
Information from friends and neighbors
Follow-up study results

SURVEY OF EMPLOYERS

After compiling a list of employers, the coordinator can conduct an employer survey. The survey consists of the following items.

1. A letter of introduction which describes the extent and nature of the job placement program (see example)
2. A company survey form (see sample)
3. A job order form for those companies which have job openings (see sample)
4. A self-addressed, stamped envelope.

Seeking a prospective employer is difficult even in a booming economy. Employers may be reluctant to employ students for various reasons. The job placement program should be thoroughly discussed with local employers, including their personnel departments and the departments which will employ the students.

It is important to establish early the credibility of the job placement program with employers. One way to do this is to provide the employer with student employees who can adequately perform the job. Employers do not have time to interview candidates who obviously do not meet their requirements for employment.

Generally, the most effective method of job development is the door-to-door technique of job hunting. Placement team members may set aside certain times for visits to businesses and should take along a supply of company survey forms to record job information.

COMMUNITY RELATIONS

It is essential that the community be informed about the job placement program. Dissemination of this information is one of the coordinator's responsibilities. Local and school newspaper articles, television spot announcements or special programs, radio announcements and programs, talks to civic groups or business organizations, personal contacts and work with school based groups such as the PTA, and a job placement service newsletter to parents, students and participating employers may be used.

central record system

Central records are essential in the job placement program. These records must include information about students who want jobs and about companies who have jobs for students. They must be organized to facilitate the matching of students and jobs.

The organization and maintenance of records should be a part of the total job placement program to keep pace with the program's development. The type of records and the way in which they are organized and maintained depend upon the size of the school and community. There must be at least one clerical person to manage the office and maintain the central records.

STUDENT AND COMPANY SURVEYS

Essential to any job placement program is a survey of students to determine their interests and a survey of companies in the community to discover the number and kind of jobs available for students.

COMPANY SURVEYS AND JOB ORDER FORMS

The completed company survey forms may be divided into those who will participate immediately in the program, those who are prospective participants and those who are unable to participate. When the job order forms are turned in, they may be arranged by job categories and by temporary, part-time, full-time or seasonal jobs. Then the available jobs are matched with students' interests and needs as indicated on the student personnel cards. The counselor discusses the job possibilities with the students who then make their appointments with the prospective employer. Company survey forms should be completed after a personal interview, if possible, and mailed to the employer only as a last resort.

STUDENT PERSONNEL CARDS

After deciding which group of students (all, school leavers, grades 10–12, etc.) will be served by the placement program, conduct a survey of students in that group to determine their future plans and employment needs and to provide data for reporting placements. June graduates should be surveyed the spring quarter and school leavers upon withdrawing from school. A sample student survey form is shown in Figure 1. Such a comprehensive survey permits the placement team to identify not only those interested in employment, but also the number of students continuing their education beyond high school, those unavailable for placement for other reasons, and those who have made no plans at all. This information will allow the counselor, in private consultation, to help students clarify goals and to explore alternatives available after high school. When the student survey is completed, the information should be transferred to student personnel cards. These cards may be color-coded for age and arranged according to job interests. Data should be collected on the rest of the students to use later in reporting the success of the school's placement record.

LETTER OF INTRODUCTION

Each student should be given a letter of introduction to the prospective employer. The letter should provide a space for immediate feedback to the counselor regarding the outcome of the interview. (This information could be recorded on the student personnel card.)

FOLLOW-UP

The central records should include data from employers and students about the success of the job placement. An employer follow-up report and a student follow-up report can be used to obtain this information.

At the end of the year, this data will be compiled for a report on the total placement activities indicating the following.

Number of school leavers (graduates and non-graduates) _____

Number pursuing higher education _____

Number available for employment _____

Number of students employed _____

Number not placed _____

Number unavailable for placement _____

TOTAL = 100%

It makes little difference who, if anyone, helped the student find a job. All students should be prepared to implement their next step upon leaving high school, and the school's accountability lies in their success in so doing. Job placement provides a service to facilitate that transition, but placement records should reflect the activities of all students regardless of their source of employment.

This central record system could be adapted to data processing in school systems with access to an installation.

A means of reporting to selected groups (i.e., school board, parents, community, etc.) could be developed from central records data together with follow-up and feedback information.

Date

JOB ORDER SHEET

COMPANY _____

ADDRESS _____

PERSONNEL DIRECTOR _____

PHONE NUMBER _____

DESCRIPTION OF JOB (clerical, skilled, unskilled) _____

_____

_____

_____

MINIMUM AGE LIMITS _____

SKILLS(S) NEEDED, IF ANY _____

NUMBER NEEDED _____

APPROXIMATE HOURS _____

APPROXIMATE WAGES _____

DAYS OF THE WEEK _____

DATE NEEDED _____

Form 4

COMPANY SURVEY FORM

Date _____

Name of Company _____

Address _____

Phone Number _____

Personnel Director _____

Kind of work your company does _____

_____

_____ I can use students as employees

_____ Sorry, unable to use students in my company

If your company can use students as employees:

What kinds of employees do you need:

_____

_____

_____

Approximate hours _____

_____

Approximate wages _____

Date Needed _____

Is public transportation available? _____

MAY I COME AND TALK WITH YOU ABOUT THE JOB PLACEMENT PROGRAM?

_____ Yes

_____ No

Figure 5

_____

(Date)

Dear _____ :

The (school system) has a new service this year. A student job placement program is being developed for these schools to assist students and to provide a service to employers in the community.

For many years we have recognized the need for job placement services to exiting students and to those desiring part-time or temporary employment. The job placement program will assist the students in making the transition from school to work.

As the coordinator of the job placement program, I would welcome your help and cooperation in establishing the employment needs of our business community.

I would appreciate meeting with you soon to discuss this program with you. I will be calling you in a future day about this.

Sincerely yours,

follow-up
follow-through

FOLLOW-UP/FOLLOW-THROUGH

FOLLOW-THROUGH

Follow-through activities related to work adjustment and career development of students should be designed to meet their special needs. For the most part activities will be extensions and continuations of activities before school departure. The most important point is that students enter the job placement program as unique individuals at various stages of readiness; therefore, they need different levels of support from follow-through activities.

1. Follow-through activities should come from the personal characteristics and competencies of the individual worker. This knowledge can be initiated by the job placement team while the student is still in school and continued feed-back of follow-up information.
2. Special activities should be developed to help workers continue their formal education and training if they desire. School dropouts should be assured that return is possible.
3. Group and individual counseling sessions can provide needed support and reassurance for overcoming rough spots experienced by entry level workers.
4. Follow-through activities might take the form of intervening with the employer on behalf of the new worker. This intervention should help the worker more effectively meet the requirements of the job.
5. Follow-through activities can include further career planning. The team can help each individual develop short-term and long-range objectives.
6. If possible, the same members of the job placement team who were involved with the individual before school departure should coordinate the follow-through activities.
7. Group meetings of school peers dealing with special on-the-job problems or situations offer a good mechanism for follow-through assistance.

LINKAGE

Linkage efforts should be closely related job placement needs in implementing follow-through activities. The contributions of various community agencies can be linked with those of the job placement team to meet more effectively the needs of students and workers.

1. Such agencies as the U. S. Employment Service and Vocational Rehabilitation can assume various roles throughout the job placement program. In some cases they should be considered as potential members of the placement team.
2. The assistance of business and industry and labor union personnel can be involved in the job placement program.

FOLLOW-UP

The follow-up is an integral part of the program. It includes the follow-up study, the feedback of information, the follow-through activities and the linkage system.

THE FOLLOW-UP STUDY

A comprehensive follow-up study of school leavers will determine the effectiveness of the job placement program in meeting needs of students, former students, employers and the community. Several points relate to the design and execution of the study.

1. The procedures of a follow-up study can take several forms. The most common include the use of questionnaires, telephone surveys, and personal interviews. An important point to

remember in any procedure is to avoid bias by trying to contact all school leavers, including dropouts as well as graduates. Information should be obtained from all possible sources. An annual report of the results of a job placement program should be made to the superintendent, the board and any other appropriate groups.

2. The study should provide meaningful information related to job placement and work adjustment of each individual school leaver. The study should include items or questions related to the personal objectives of each person as well as such general points of information such as salary. Some items in the study might relate only to one individual, and, in this way, the follow-up is genuinely personalized. Every few years an assessment of the job placement program should be made in relation to educational philosophy, program and procedures. It is recommended that an outside group conduct the assessment.

3. The follow-up study should be considered in detail during the planning phase of the job placement program. Pre-planning for staff allocation, funding and time utilization are all important. Students can assist the placement team in the planning and implementation of the study and can also contribute to the later commitment of the follow-up.

4. The follow-up study should begin far in advance of the actual school departure. Students should be encouraged to become involved in the follow-up by being asked to design part of the study.

5. By initiating the follow-up study at an early date, current students can become involved with former students in ways which might be mutually useful. A club of "out-of-school" placement personnel can be developed as a buddy system.

6. The follow-up study should be directed toward obtaining varied information from several sources. Employers should be asked to respond both to the individual's job performance on several dimensions and to the job placement process. Employers also should be asked for changes in emphasis they would like to see.

7. Community agencies, such as an employment service, should be surveyed to determine their usefulness by school leavers.

8. The follow-up study should identify how school leavers secured their first jobs.

9. If a follow-up study is being designed and used in a school for the first time, make the whole process as simple as possible and increase complexity with the years of operation.

10. The follow-study should be continuous and life-long, with emphasis on the year immediately after school departure.

11. Parts of the follow-up study can be carried out as an "interlocking" exercise with upperclassmen. Communication, vocational education and economics classes have obvious relationships to this type of task.

12. Identify students who need follow-through support and assistance in the follow-up study.

FEEDBACK

The primary purpose of obtaining information is to use it. Systematic procedures for dissemination and interpretation of the data must be developed and followed for an effective job placement program.

1. Results of the follow-up study should be interpreted to all interested personnel.

2. Information obtained should be used in altering and improving the program.

3. Follow-up results should be analyzed by teachers, counselors and administrators to suggest school policy changes or curriculum revision.

4. The feedback of the follow-up information to

school personnel provides a liaison function for the community. Feedback in this manner is a structured delivery system for external input from employers and community workers.

5. School personnel should be provided with direct feedback in the form of interviews with a group of former students.

6. It is important that school personnel make a thorough review of the feedback information, and to make changes where deemed necessary.

appendix

appendix a

CHILD LABOR LAWS (Procedure for Issuing Employment Certificates for Minors, Georgia Department of Labor)

In order to be employed, the Georgia Child-Labor Law requires all minors under 18 years of age to secure an employment certificate. The law covers all gainful employment except work in agriculture, domestic service in private homes, or work for a parent or person standing in place of a parent.

With the exceptions referred to above, the law provides for a minimum age of:

16 in any gainful employment during school hours unless the minor has completed senior high school.

16 for employment in or about any mill, factory, laundry, manufacturing establishment or workshop, and in certain hazardous occupations, at any time.

14 outside of school hours and during vacations in employment which is non-hazardous, and exclusive of employment in or about a mill, factory, laundry, manufacturing establishment or workshop.

12 outside of school hours and during vacations for employment of boys only in wholesale and retail stores.

The law further provides that no minor under 16 may be employed for more than four hours on any day in which the school attended by said minor is in session, or more than eight hours on days other than school days, or more than 40 hours in any one week, or before six a. m. or after nine p. m. (For sale and delivery of newspapers in residential areas, not after nine p. m. or before five a. m.)

QUESTIONS AND ANSWERS PERTAINING TO THE CHILD LABOR LAW

1. Q. To what employers does the Georgia Child Labor Law apply?

   A. Anyone who employs a minor under 18 years of age.

2. Q. What age is prohibited under the Child Labor Law?

   A. Boys under 12 years of age cannot be gainfully employed in any type of work.

   B. Girls under 14 years of age cannot be gainfully employed in any type of work.

3. Q. For which jobs must a minor be at least 16?

   A. Manufacturing plants
   Construction
   Excavation work
   In or about any machinery or any type work that the commissioner of labor may declare hazardous.

4. Q. Are there any exemptions for the Georgia Child Labor Law?

   A. Yes.

   (1) Employment by a parent or person standing in place of a parent.
   (2) Domestic service in private homes.
   (3) Employment of children in agriculture.

5. Q. What are the purposes of employment certificates?

   A. Employment certificates have a twofold purpose:

   (1) Protecting minors from harmful employment as defined by law.
   (2) Protecting the employer from unintentional violation of the minimum-age provisions.

6. Q. Where are these certificates obtained?

   A. Through the office of the county or city school superintendent.

7. Q. Who administers the Child Labor Law?

   A. The commissioner of labor.

8. Q. What are the prerequisites for securing employment certificates?

   A. (1) Employer's application for certificate, which is referred to as Form 1. (These forms may be secured through the office of the school superintendent.)

   (2) Physician's health certificate, which is referred to as Form 2. (This form may be secured through the office of the school superintendent.)

   (3) Certified copy of birth certificate.

9. Q. Is it permissible for a minor to secure an employment certificate and then get a job?

   A. No, he must have the promise of a job before he applies for a certificate. Form 1 must be completed and signed by his employer.

10. Q. I have an employment certificate issued where I was last employed; is it necessary to secure a new one for my next job?

    A. Yes, the old certificate should have been returned to the school superintendent.

11. Q. Why does the law state that a child under 16 years of age can work only four hours a day after school?

    A. The State of Georgia has a Compulsory School Law, which requires children to go to school until they have reached their 16th birthday or have graduated from high school, and the Child Labor Law is a companionable act to the Compulsory School Law.

12. Q. I have a child who wishes to go to work; may I secure the certificate for him?

    A. No, it is compulsory that the child secure the employment certificate himself, because the certificate requires his signature.

13. Q. I have a daughter who is 16 years of age and is married; is she required to have a work permit?

    A. Yes, being married does not exempt her from the child labor provisions.

14. Q. What is the minimum age that newsboys may deliver newspapers?

    A. Twelve is the minimum age.

Additional information about Georgia laws pertaining to Child Labor can be obtained by writing to:

Department of Labor
287 State Labor Building
Atlanta, Georgia 30334

appendix b

HINTS TO THE STUDENT REGARDING THE INTERVIEW

Once the student gets the name of an employer, he is ready to become involved in the employment process. There are several approaches to securing an interview: via letter, telephone or, preferably, in person.

The employment application form is an important document in the process and should be completed carefully and in total. Students should be aware that they are presenting themselves when they complete an application form.

The initial screening interview is used to clarify information on the application and to gather additional data. The candidate is told what will happen to the application and may be scheduled for an in-depth interview. Considerable counseling about interviewing should be given to the students. This is the area where many candidates fail in the employment process. The following are items counselors might discuss with students approaching an interview.

1. Interviewers are probably more comfortable and knowledgeable in the situation than you are—don't try to out maneuver them or match wits . . . you'll lose.

2. Some interviewers will impress you favorably. You'll possibly like some immediately; however, even if you think the interviewer is the smartest person in the world, don't say so. You may appear to be trying to "brown-nose."

3. Don't try to "impress" the interviewer. Work hard at making a good impression, but don't try to do a "snow job."

4. If you've been turned down in your last five interviews, keep your spirits up. This could be the one.

5. Don't be afraid to ask questions yourself—it shows interest and a degree of maturity. But watch out for the pitfalls of asking only questions about the company's sick leave policy, accident and sickness insurance program, etc. The interviewer may wonder why a person like you is so interested in getting such information; e.g., Do you plan to miss work? Do you have an operation nearing?

6. Above all, be responsive and avoid answering questions with a couple of words.

Although the success of gaining employment depends finally on the state of the local economy, these approaches can better the student's chance of securing a job.

appendix c

ADDITIONAL SOURCES

For Further Reading on Job Placement:

Buckingham, Lillian and Arthur M. Lee, Placement and Follow-Up in Career Education, Career Education Monograph No. 7, Center for Occupational Education, North Carolina State University at Raleigh, 1973.

Goals for Education in Georgia, Division of Planning, Research, and Evaluation, Jack P. Nix, State Superintendent of Schools, Georgia Department of Education, Atlanta, Georgia 30334, 1970.

Manpower Report of the President, United States Department of Labor, Manpower Administration, March, 1973.

The Transition from School to Work, A Report Based on The Princeton Manpower Symposium May 9–10, 1968, organized by the U. S. Department of Labor, U. S. Department of Health, Education and Welfare, National Manpower Policy Task Force and The Woodrow Wilson School and The Industrial Relations Section, Princeton University, Research Report Series No. 111, 1968.

Venn, Grant, Man, Education, and Manpower, American Association of School Administrators, Washington, D. C., 1970.

For Additional Forms and Materials:

Anderson, Grady L. and Richard J. Riordan: Georgia Guidebook Job Placement Services, Division of Vocational Education, Georgia Department of Education, 1971.

Job Information Library, Bettie K. Green, Information Specialist, Georgia Department of Labor, Atlanta Area Office, 1 Peachtree Street, N. E., Atlanta, Georgia 30303.

Occupation Guides in Comic Book Form, Bettie K. Green, Information Specialist, Georgia Department of Labor, Atlanta Area Office, 1 Peachtree Street, N. E., Atlanta, Georgia 30303.

For Suggestions on Needs Assessment, Follow-up Surveys: Handbook for Counselors in Georgia Schools.

Georgia Department of Education, Atlanta, Georgia, 1972. (This handbook should be in the counseling office. If you do not have a copy, please write Dr. Paul Vail, Coordinator of Guidance, Counseling and Testing Services, Georgia Department of Education Annex, 156 Trinity Avenue, S. W., Atlanta, Georgia 30303.)

Operation Guidance

Contact Emery Gary, Operation Guidance Field Associate, Washington High School, Atlanta, Georgia.

Dr. Warren Suzuki, Research and Development Specialist, Center for Vocational and Technical Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

For Further Information Regarding Placement of Disadvantaged and Other Special Groups:

Bailey, Larry J., and Ronald Stadt
Chapter 5: "Career Development Needs of Special Groups: Women and the Culturally Disadvantaged," Career Education; New Approaches to Human Development, McKnight Publishing Company, Bloomington, Illinois, 1973.